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ABSTRACT

This paper traces the development of professionalism in teacher education. While examining the history of education in the United States from the early nineteenth century to the present, the author considers the effects of the industrial revolution and lowered standards during the teacher shortage of the 1950s. Current issues in professionalism are identified as the increased emphasis on academic subjects in teacher education programs, increased student-teaching experience and higher admission standards, increased militancy in the local and state professional negotiations, the need for more educators with doctor of arts degrees, the problems caused by teacher tenure, the need for greater academic freedom, the growth of differential staffing, lack of cooperation between teachers and administrators, and accreditation and licensing of teachers. In addition the author discusses the differences between education as a profession and other professions. (MBM)

Brief Title:

Education as
a Profession

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EDUCATION AS A PROFESSION

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FOREWORD

While this paper is not intended to be an appraisal of work of AACTE, it does entend to pay tribute to AACTE for its ever increasing help in maintaining the professional status of education. It is also meant to honor the National Commission for Accreditation of Teacher Education for its continual raising of the standards of the educational profession.

I wish to express my extreme gratitude to Harry G. Walling, Jr., a doctoral candidate in educational administration at the State University of New York at Albany, for his very able assistance in the research and preparation of this paper.

Anyone involved with teacher education is certain to find another paper prepared for the ERIC Clearinghouse on Teacher Education, The Governance of Teacher Education, by Robert B. Howsam, of particular interest. It is Mr. Howsam's thesis that teacher education is disadvantaged by faculty governance systems and structures.

This publication is one of several suggested by the AACTE Committee on Studies as particularly significant for the times. A characteristic of these times are major studies of and proposals for significant changes of education. Bulger provides a broad sweep perspective of recent-past developments which led to present conditions. Such a paper enables the profession to benefit from past developments without being shackled to the past.

A major contribution to this work was a Query search of ERIC documents by Mrs. Rita M. Tatis, Clearinghouse information analyst. Mrs. Margaret Donley, Clearinghouse publications coordinator; Mrs. Lorraine Poliakoff, senior information analyst; Miss Christine Pazak, publications assistant, have converted the author's manuscript into this published form.

The accompanying bibliography may be updated by checking recent issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the code letters of the clearinghouse which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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--Joel L. Burdin
Director

January 1972

EDUCATION AS A PROFESSION

by Paul G. Bulger

THE QUESTION OF PROFESSIONALISM

Phrases containing various forms of the word "profession" seem to appear in educational discussions and articles at ever increasing frequencies. Such terms as the "teaching profession," "professional growth," "professional ethics," and "professional negotiations" have become shibboleths of educational jargon. Various occupational groups within the field of education--teachers, college and university professors, administrators--are engaged in battles for the attainment of such abstract concepts as professional recognition, public and self-esteem, and academic freedom.

Many dedicated educators will doubtless be critical of reraising the topic of professionalism in education. There are those who will say, Who really cares whether or not education is a profession or whether or not I am to be considered a professional--just let me teach my students, for that is the important thing. While the education of students is of paramount importance, this quest for a better profession of education is so vital to our field that it cannot be ignored. In this era of rapid change in technology, in people, and in their beliefs and values, it is imperative that we again assess the current status of professionalism in education and think seriously about the future of educational occupations, particularly the field of teaching. But first, we must ask ourselves a few questions on the subject of professionalism in general.

Is There Any Such Thing as a Profession?

Every occupation, of course, has a set of criteria by which one determines relative success or failure. When an occupation bases success upon the betterment of society, or if the major motive for entering that particular field of endeavor involves the betterment of mankind, we may term that occupation a "public service" vocation. Within this group, a few fields exhibit a unique and highly specialized area of service, as well as "high level, intellectual specializations and operational skills."[1] For our purposes, this higher form of occupation may be best termed a "highly skilled, public service" vocation. From this second category of occupations emerges a third, minute group of fields upon which society depends for its vital services and for which society holds great respect. Society is willing to pay relatively high prices for these fields' services. This third group, at the top of our occupational hierarchy, may be called professional. Following the above guidelines, therefore, some occupations do qualify as professions.

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[1] D. Ross Pugmire, "School Administration Can Be a Real Profession," Nation's Schools, 62:46-48; December 1958.

What Are the Criteria for Determining a Profession?

Although virtually every author who has written on the subject of professionalism has attempted to define this elusive concept, no precise measurement exists for determining exactly which occupations may be termed professions and which occupations may not.[2] Rather, professions exhibit, to varying degrees, a number of characteristics. It is generally agreed that in order to be a profession, an occupation demands the following of its members:

1. Mastery of an esoteric body of knowledge: members of a profession must be in sole possession of their field's subject area;
2. Rigorous academic preparation: a profession's members must undergo prolonged, specialized training in order to perform competently;
3. Provision of specialized services: a profession's services must be unique and vital;
4. Judgment and evaluation of and by one's peers: there must be the means of direct regulation of a profession's standards, membership, and responsibilities;
5. Maintenance of high ethical standards: a profession must have the ability to enforce the ethical conduct of its members;
6. Certain degree of autonomy: the individual and the entire profession must enjoy certain liberties and self-regulation; and
7. High public esteem: members of a profession must be highly respected members of society.

Since all professions exhibit the above characteristics to different extents (e.g., medicine requires a more rigorous academic preparation than most other professions), it follows that some professions may be more "professional" than others. In other words, no profession rates a perfect score for each characteristic. Rather, each may be said to approach an ideal concept of professionalism. The occupations closest to this ideal are termed professions. Difficulty arises, however, in selecting an arbitrary cut-off point, above which an occupation is termed as profession and below which an occupation is assumed to be something less than a true profession.

Can the Field of Education Rightly Be Termed a Profession?

There are many who, for a variety of reasons, insist that various educational occupations cannot be considered professions. Some say that so many teachers are women, draft evaders, "moonlighters," and those who lack requisite skills and intelligence that teaching may not be termed a profession. Others say that too many teachers entered the field "by accident" or "chose the easy way out" and did not give enough thought to their choice of a professional career. Still others argue that teachers are not held in high enough public esteem to be considered professionals because so many of them participate in strikes and work stoppages like common laborers.

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[2]Robert M. Cunningham, "Is School Administration a Real Profession?" Nation's Schools, 62:49-53; November 1958.

Stinnett has examined several conditions "which tend to mitigate against teaching being recognized as a profession comparable to the other major professions in American life."[3]

1. *Teacher preparation.* There is extreme variance among the states in minimum requirements for teacher preparation. In a few states, a person may be certified to teach in rural districts with very little college preparation. It is sometimes felt that a handful of college education courses is all that one needs to become a adequate teacher.
2. *Public respect.* Most people do not hold teachers in as high esteem as members of the established professions.
3. *Low scales of teacher remuneration.* It is extremely difficult to regard an individual as a professional when he is not being adequately paid for his services.

While the above arguments are true to some extent and do indicate that the field of education may be somewhat less professional than other professions, it does not necessarily follow that education must be considered a "highly skilled, public service" occupation. The field of education does exhibit each of the above professional characteristics to some degree. The question thus arises, does the field of education exhibit these characteristics strongly enough to be considered a true profession?

Since, as we have noted before, no arbitrary cut-off point exists for determining a profession, it will be necessary to add a few criteria to our list of characteristics in order to answer the above question. There is a uniqueness to education that necessitates a different approach to the problem. Education differs from other, more traditional professions in many ways:

1. *Youth.* Education is much lower on its professional evolutionary scale than such established professions as medicine and law. Medicine, for centuries a respected occupation, is said to have become a profession in the eighteenth century after "William and John Hunter subordinated surgical skill to diagnostic knowledge and informed judgments. . . ."[4] The formation of the American Medical Association in 1846 and the subsequent adoption of a professional code of ethics further strengthened the professionalization of the medical field. Likewise, law was well on its way to becoming a profession in the United States with the formation of the American Bar Association in 1854. The acceptance of the Cannons of Professional Ethics in 1908 provided for a true legal profession.[5] The field of education lacked a code of ethics, high public esteem, and rigorous professional training well after medicine and law had become professions.

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[3]Tyrus Hillway (ed.), American Education: An Introduction Through Readings (Boston: Houghton Mifflin, 1964), pp. 277-78.

[4]Cunningham, op. cit., p. 49.

[5]American Bar Association, Law School Division, Code of Professional Responsibility and Cannons of Judicial Ethics (Chicago: the Association, 1969), p. i.

2. *Stratification.* Unlike many other fields of endeavor, education is divided into several layers or sub-professions. It is not the object of this paper to determine whether or not a college professor is more professional than a school teacher or less professional than a university administrator. The separate searches for professionalism by each individual sub-profession, however, tend to fragment greatly the field of education.
3. *Diverse training programs.* The educational field is further fragmented by its many separate and diverse programs of professional education. Unlike members of the established professions, educators do not all share a common undergraduate experience and similar 3- or 4-year post-graduate programs in which similar values, standards, and ethical practices are transmitted from one generation of professionals to the next. Rather, educational training may range from basic classroom teaching to administration, communications, guidance, or research.
4. *Employee status.* While many members of a professional group are self-employed and nearly completely autonomous, educators are normally employees of an institution, a school district, or a governmental agency. Educators are therefore more subject to state and local control than members of the established professions.

Since education is a unique field, we may still be able to consider it a profession. For although the status of education may be lowered by the controversy over methods of teacher preparation, lack of public respect, and low scales of teacher remuneration, two additional characteristics are exhibited to such a great degree that they may overshadow many of education's shortcomings.

The first of these additional characteristics is the concept of idealism. Idealism is found in vast quantities within the field of education and has said to be "the most important standard of all in judging whether a vocation can be considered a true profession."[6] The teacher who enters the field to work with children, the school administrator who continually passes up new jobs offering higher salaries because he has not completed the task at hand, and the college professor who spends many evenings per week counseling his students all illustrate this spirit of idealism that is so prevalent in the field of education. This extreme dedication to public service, without the enjoyment of high salary or public recognition, qualifies the field of education for professional status.

Education manifests a second additional characteristic that is common to the learned professions. Professional lives should be governed by a basic, principle which gives impetus to the thinking and activities of the members of a profession. The legal professional provides an excellent example of this basic premise. The principle of due process guarantees every human being certain legal rights and privileges that can never be compromised. The medical profession provides us with another, more fundamental princple: life is preferable to death. If the organism is dead, medical knowledge and skill are meaningless. Education has, perhaps, an

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[6]Cunningham, op. cit., p. 53.

even more basic premise: knowledge is preferable to ignorance. This premise may also be stated, "truth is always preferable to error."[7] The importance of education's basic premise also tends to give the field professional eligibility.

As we have seen, the field of education tends to exhibit the traditional characteristics of a profession as well as the two additional characteristics of idealism and a basic professional premise. When one also considers rising teacher salaries, the growing number of master's degrees held by teachers, and the increasing status of educators, it seems inappropriate to consider education anything less than a true profession.

THE PROFESSION OF EDUCATION: PAST, PRESENT, AND FUTURE

Any discussion of the current issues and possible future of the education profession will be difficult without first looking at its historical development. We must decide where the first threads of professionalism emerged and what trends developed that created a profession out of a semi-skilled vocation.

Historical Roots of Professionalism in Education

While many tend to trace the roots of professionalism in education back to the founding of the first state normal school in 1839, the seeds of professionalism were being sown more than a decade prior to that time. The actual roots of professionalism in American education appear to have nearly coincided with education's battle for reform. One of the first of education's reformers was James G. Carter (1795-1840), a Harvard-educated, farmer's son from Massachusetts. Carter was extremely interested in the education of teachers and published a series called "Essays on Popular Education" in the *Boston Patriot* during the winter of 1824-25. He pleaded the case for a "science of teaching" and argued that "though a teacher cannot communicate more knowledge than he possesses, yet he may possess much, and still be able to impart very little."[8]

One of the first schools for the training of teachers was started in 1823 by the Reverend Samuel Read Hill of Concord, Vermont. The school's curriculum was comprised of a 3-year sequence of "Lectures on School-Keeping" and "School Government."[9] After failing to acquire sufficient public funds, Carter himself opened a school for teachers in Lancaster, Massachusetts, in 1827. In 1830, the first actual normal school, or "Seminary for the Instruction and Training of Teachers" was opened in

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[7]Thomas H. Hamilton, "The Problem of a Professional Premise" (address delivered at the Association of Colleges and Universities annual meeting, December 1959, New York.

[8]James G. Carter, "Outline of an Institution for the Education of Teachers," American Journal of Education, 26:26-77; March 1866.

[9]"Documentary History of Normal Schools," American Journal of Education, 26:75; March 1866.

Andover, Massachusetts. The Reverend Mr. Hall was appointed as the "principle teacher," as he was virtually the only man in the country with experience in teacher instruction.[10] The fact that only three students enrolled the first year illustrates that there was little interest in the formation of an educational profession at that time.

In 1837, James Carter, with the assistance of Horace Mann, influenced the passage of a bill setting up a state board of education in Massachusetts. "Having prepared the means for more adequate preparation of teachers, Carter passed the leadership to Mann who gave up a prosperous law practice to accept the uncertainties of the office of secretary of the new state board of education."[11] During his term of office, Mann travelled extensively, making inspection tours of the common schools. As Meyer put it, "From his capable pen streamed the whole educational gallery as he had observed it in the state: sectarianism, incompetent teachers, obsolete equipment, decadent school houses, a lack of educational opportunity for the masses, inadequate supervision . . . and general inefficiency."[12] Mann's contribution to the professionalization of teachers was great: teachers' salaries were raised, three normal schools were opened, and teaching methods were greatly improved.

During the 30 years preceding the Civil War, most states had provided chief school officers, established school funds, and passed regulations governing the oral examination of teachers. Some of the states had provided normal schools.[13] Thomas H. Burrowes wrote of the teachers of the period:

> The low reputation of common schools . . . is not owing to the system, but to the teachers. . . . Teachers, then--well-qualified, well-paid, respected, professional teachers--are the chief want of the system.[14]

Although Burrowes saw to the heart of the problem, he oversimplified it, for he thought that within 3 years of the passage of the "proper" act establishing two state normal schools, "the whole business of common school teaching might be regenerated."[15] Burrowes, commenting on an 1849 education

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[10]Ibid., p. 76.

[11]Carroll Atkinson and Eugene T. Maleska, The Story of Education (New York: Bantam Books, 1964), p. 114.

[12]Adolph E. Meyer, The Development of Education in the 20th Century (New York: Prentice-Hall, 1949), p. 350.

[13]Atkinson and Maleska, op. cit., p. 115.

[14]Thomas H. Burrowes, "With a Sketch of the History of the Common Schools in Pennsylvania," American Journal of Education, 6:115-16; March 1859.

[15]Ibid., p. 116.

act in Pennsylvania, made an interesting observation of the teachers of the era: "Most [of them] have made teaching their means of support till something better presented."[16]

While the country remained disrupted for decades following the Civil War, the increased industrialization of the period caused the population to shift to the cities, raised the average standard of living, and decreased the number of working children. As a result, schools assumed greater responsibility for the education of children. The industrial revolution did, however, damage the cause of professionalism in one significant manner. Where teaching in America had once been a man's occupation, schools became largely left to women, for the males began to drift into fields of manufacturing and business in which the compensation usually promised to be greater. This invasion of the classroom by women led the public to regard teaching as something less than man's work.

Late in the nineteenth century, teacher training gained momentum, standards were continually raised, and the normal school had become an important part of the educational system. With the expansion of training facilities which included preparation for high school as well as elementary teaching, two problems were evident--the quality of instruction solely needed improvement and the minimum training requirements for certification needed to be lengthened.[17] From this great need for more and better teacher education evolved the 4-year teachers colleges. By 1920, many of the normal schools had given way to these 4-year, bachelor's degree-granting institutions.

Although many teachers were now college-educated specialists, education was still far from being considered a profession. In 1924, Caldwell and Courtis discussed the status of teacher education: "It is true, the heart of education is instruction, but to arrange for the instruction of millions of persons, to manage an army of hundreds of thousands of skilled workers . . . to expand a billion dollars in a single year, makes of education a great national business."[18] The management of these skilled workers was seen to be a more important educational function than the actual teaching process. In addition, the nature of the teaching degree was under constant attack by the liberal arts colleges, which considered the large number of pedagogical courses taken by teachers as demeaning to the bachelor's degree. John Dewey did much to resolve the controversy over the inferiority of teachers colleges. Through such works as *The School and Society*, educators were able to convince some of the academicians that there was such a thing as a science of education. It was also largely through Dewey's influence that professional schools gradually put more emphasis on the academic subjects and required fewer courses in pedagogy.

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[16]Ibid. [17]Atkinson and Maleska, op. cit., p. 388.

[18]William D. Caldwell and Stuart A. Courtis, Education: Then and Now, 1845-1923 (Yonkers-on-Hudson, N.Y.: World Book, 1924), p. 105.

"The first three decades of the twentieth century were the periods of greatest growth in state teachers' associations. By 1930, the associations represented nearly 77 percent of all public school teachers, with a membership of nearly 700,000."[19] During this period of time, the National Education Association (NEA) experienced an even more rapid growth than the state professional associations. In 1931, the NEA research bulletin examined teacher attitudes and teacher conceptions of a national code of ethics which had been officially adopted in 1929. The study revealed that teachers considered most serious such violations of the code of ethics as the spreading of rumors, selfishness, interference with management, revealing confidential information, and "questionable conduct with respect to obtaining a position and terminating a contract."[20]

The Depression brought about phenomenal changes in the teaching profession. The lowered birthrate decreased elementary school attendance while the high incidence of youth unemployment greatly increased the number of high school students. The resulting higher proportion of high school teachers increased the number of men in the field and also improved the level of preparation for all teachers. A surplus of teachers, created by widespread unemployment, soon enabled states to raise standards for entrance into teaching. Most states abolished training high school students for elementary teaching, many normal schools were changed to 4-year colleges, and the requirements for high school teachers were generally raised to at least 4 years of college preparation.[21]

While World War II tended to lower professional standards slightly, they never again dropped to the previous levels. College graduation became the norm and teachers were gaining a foothold in their quest for equality with administrators. In 1941, the code of ethics of the NEA was revised as a result of severe criticism aimed at the inadequate guidance available for inexperienced teachers and a lack of provision for the enforcement of the old code.[22] The NEA established the National Commission on Teacher Education and Professional Standards (NCTEPS) in 1946. NCTEPS was the first formally organized nationwide push by the profession to assume increased control over the setting and enforcement of standards.[23]

After World War II, the elementary schools were becoming overcrowded as a result of a sharp rise in the birthrate. The 1950s saw a severe teacher shortage caused by this high birthrate and by the existence of a relatively small number of adults to fill teaching vacancies (due to the

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[19]Edgar Fuller and Jim B. Pearson (eds.), Education in the States: Nationwide Development since 1900 (Washington, D.C.: National Education Association, 1969), p. 657.

[20]Atkinson and Maleska, op. cit., p. 388.

[21]Fuller and Pearson, op. cit., p. 663.

[22]Atkinson and Maleska, op. cit., p. 388.

[23]Fuller and Pearson, op. cit., p. 401.

low birthrate during the Depression). Since there were so few certified teachers available, state departments of education were forced to lower their standards for certification. Unlike business and industry, which enjoyed a period of booming prosperity and scientific achievement, the professionalism of education was severely retarded by the war.

Throughout the 1950s, American schools and educators became the subject of increasing attacks by parents, academic professors, and interested laymen. This denunciation of American education reached its peak, of course, with the Russian success with Sputnik in 1957.

During the 1950s and 1960s, James B. Conant did much to improve the quality and professionalism of American education. In Conant's *The Education of American Teachers*, a series of major reforms were recommended for the improvement of the existing methods of preparing and certifying teachers in the United States. Conant argued for a competition to see which institutions would earn a high reputation for preparing well-trained teachers. This free competition would allow academic professors and professors of education to end their embittered rivalry and work together for better education. Conant's goal was the mutual respect and complete cooperation of laymen, academic professors, professors of education, and teachers. He felt that united efforts to prepare better teachers would result in better schools.[24]

More recently, *Crisis in the Classroom*, by Charles E. Silberman, has had a great impact on the field of education. Silberman indicts all levels of education in this country and argues that our schools are failing to meet any of the standards by which successful education is usually gauged. Silberman concluded that schools can "be humane and still educate well," be concerned with gaiety, "be simultaneously child-centered and subject or knowledge-centered," and "stress aesthetic and moral education without weakening the three R's."[25] Silberman advises that professional educators visit and study the workings of open schools but does realize that there must be alternative approaches, since some teachers could never be comfortable with the open school approach. It is, of course, too soon to determine what far-reaching implications Silberman's ideas will have for the professionalism of education, but it is certain that this provocative denunciation of the American schools will have a pronounced effect on teacher training for years to come.

CURRENT ISSUES IN THE PROFESSIONALISM OF EDUCATION

This brief history of the professionalization of American education has shown significant improvement in the salaries, preparation, and social status of the teaching profession. The field has certainly come a long

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[24] James B. Conant, The Education of American Teachers (New York: McGraw-Hill, 1963).

[25] "Charles Silberman on Alternatives to Crisis," AACTE Bulletin, 24:8; March 1971.

way in less than a century-and-a-half, but it is not yet time to rest on our laurels. For although education may rightly be considered a profession, it has achieved only a small measure of what it can be.

We seem to be witnessing a crucial period in the professional development of the field of education. There are today many unresolved issues, the outcomes of which may well determine the future of the professional status of education. The following are some of the more crucial issues facing the teaching profession and other educational fields today:

1. *Teacher education.* Teacher education today is preparing teachers of unprecedented skill and intelligence. The fact that much more emphasis is being placed upon the academic subjects and the fact that many teachers colleges have been changed to 4-year, liberal arts colleges have greatly increased public respect for the American teacher.

   As much as teacher education has improved, however, there is much left to do in developing professionalism in American teachers. First, students of education, particularly those in graduate programs, should be treated more like the professionals they are. Since many are already experienced teachers, and since all are adults, they are quite capable of assuming responsibility for their own learning. Such student teachers should not be hampered by mountains of traditional, pedagogic busy work.

   Secondly, although it is expensive, there is a great need for increased amounts of relevant, classroom-situational teaching experiences for the student teacher. One or 2 hours per week of observation or a 10-week internship or student teaching experience is not sufficient to foster professionalism in young educator-trainees.

   Thirdly, several recent programs of teacher education seem to stress courses in the students' subject areas at the expense of courses in the educational foundations, education psychology, and teaching methods. A graduate of such a program tends to consider himself more of an academician than a teacher. Therefore, although such training programs turn out highly intelligent teachers (the standards for admission into such programs are usually very high), they might actually hinder the professionalization of their graduates.

   Fourthly, admissions standards in most traditional graduate programs could be raised somewhat. Teachers colleges have been saturating the field with certified teachers. For the present, standards could be raised and the professional status of education would rise with them.

2. *Teacher militancy.* Rising militancy in the nation's local and state professional associations appears to be occurring largely as a result of the higher incidence of male teachers flexing their professional muscles. This increase in the number of male teachers has mainly been caused by a low birthrate increasing the proportion of high school teachers, a desire to avoid the Viet Nam War, the scarcity of other suitable occupations, growing idealism, and higher teacher salaries. More men in the field almost guarantees a rise in the professional status of teachers and other types of educators as well.

3. *Professional negotiations*. While "professional negotiations" may be a euphemistic term for a classic example of employer-employee disagreements, this labor practice appears to be a necessary evil if education is to raise its professional status. Unlike other professionals, educators are employees of an institution or school district and as such do not enjoy sufficient autonomy to set their own prices for professional services rendered. Although short-term status and professional recognition may be sacrificed by participation in strikes, the resulting gains in salary and working conditions should greatly enhance the long-term professional status of education.

4. *The doctor of arts degree*. Members of the field of education who hold doctor of philosophy degrees enjoy very high prestige but often tend to consider themselves academicians rather than teachers. They also appear to be more concerned with research than with actual classroom teaching. While these educators are, of course, important to our colleges and universities, there is also a great need for educators with doctor of arts degrees. The latter, a professional rather than research-oriented degree, emphasizes mastery of one's subject area and the subsequent transmittal of this knowledge to others. The professional status of education could be significantly raised if more public school teachers, as well as college and university instructors, were given the opportunity to earn doctor of arts degrees.

5. *Tenure*. Teacher tenure has often tended to lower the professionalism of education. Once receiving tenure, too many have failed to take sufficient inservice courses to improve themselves, taught from the same lesson plans year after year, and not taken an active part in their professional associations. What is desperately needed is the provision of some semblance of job security without necessarily providing tenure. If the practice of teacher tenure were abandoned, however, what would keep impoverished school districts from firing their teachers who earn relatively high salaries and hiring first-year teachers to save money?

6. *Academic freedom*. For years, educators have been fighting for greater academic freedom. Educators do possess this freedom to some extent, but they are always striving for increased professional autonomy. The professional status of education will be greatly improved when every educator has the right to make more of the decisions concerning his particular educational situation.

7. *Differentiated staffing*. It is extremely damaging to educational professionalism when good teachers find it necessary to become administrators or guidance counselors in order to receive increased salary or status. With differentiated staffing, the best teachers should have the option of earning a doctor of arts degree and becoming master teachers in a school district. These teachers could then sign 12-month contracts, teach a nearly full load during the school year, and work on curriculum development during the summer months. This practice would prevent many teachers from rising to their levels of incompetence. Also, the high salary and status of the master teachers would raise the professional status of education.

8. *Teachers versus administrators.* Too often, administrators forget that they were ever teachers and that their positions have evolved from an occupation termed "principle teacher." On the other hand, teachers often fail to seek the advice of administrators and feel that education should be left solely to teachers. We must remember that both educational groups are necessary, both are educators, and both must work together for a better profession of education.

9. *Accreditation and licensing of teachers.* Increased self-regulation has long been a goal of the education profession. The setting of higher admission requirements, the maintenance of high ethical standards, and increased influence in the state licensing of teachers will greatly augment the professionalism of American education.

THE FUTURE OF EDUCATION AS A PROFESSION

Current indications of the future status of professionalism in education are optimistic. An extremely low birthrate will tend to raise the standards for entrance into the field. Also, an increase in the number of men in the profession, better teacher preparation, rises in salary and status, increased idealism, and successful outcomes of the above current issues should contribute to a better, more esteemed profession.

The question has been raised, Are educators striving for greater professional status for the good of society or for their own self-betterment? The answer to this question should be obvious. While any occupational group desires greater financial award, increased status, and more pleasant working conditions, the altruism of educators cannot be denied. Increased professionalism in education will improve the quality of the field's service to society. Our nation's youth and thus all of society are certain to benefit from better trained, idealistic, respected, *professional* educators.

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